Nevada Foreign Language Standards

Content Standards

for

Grades Kindergarten, 3, 5, 8, 1st year high school study, 2nd year high school study, and 4th year high school study

Approved by the Nevada State Board of Education

December 4, 1999

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Nevada Foreign Language Standards

These standards offer a vision of excellence for K-12 foreign language education in Nevada. Language and communication are increasingly essential in today's changing society. The need for all learners to become competent in their ability to communicate with people of other countries and cultures is now more apparent due to instantaneous world-wide communication networks and an economy that is globally interconnected. Nevada students must be able to succeed in the global community of the 21st century.

Foreign languages should be offered as part of the core curriculum, beginning at an early age and continuing through Grade 12. Programs which emphasize the development of communication skills will require schools to create long-term programs where students are actively engaged in listening, speaking, reading and writing for real purposes in culturally authentic contexts. Students should graduate from high school able to converse, read and write in a second language and to understand cultural diversities. The main purpose of these standards is to provide guidance for school districts as they develop high quality foreign language programs throughout Nevada schools.

The content standards were officially adopted by the State Board of Education on July 24, 1997, and replaced the former foreign language regulations contained in Nevada Administrative Code, Chapter 389, Nevada Course of Study. Some revisions were made to those content standards, such as adding 9th and 10th grade (or first and second years of high school study) plus new performance standards; these were officially adopted on December 4, 1999 by the State Board. Each school district and private school in the state of Nevada will base its curriculum and assessments on these new regulations, and will assist teachers in developing unit topics and lessons. The Nevada Administrative Code, Chapter 389, is on the Nevada Legislature webpage: http://www.leg.state.nv.us. Copies can be obtained from the Nevada Department of Education, Standards, Curricula and Assessments Team, 700 E. 5th Street, Carson City, NV 89701-5096; 775-687-9186.

The Nevada educators, parents and business representatives who produced these standards agree with the following assumptions about language and culture:

- All students can learn about different cultures and be successful language learners.
- Studying another language and culture enhances one's personal education.
- Connections can be made with other disciplines through the study of foreign languages.
- Sequential, K-12 foreign language programs that are based on communicative competence will improve the abilities of our students to be successful and productive citizens.
- K-12 foreign language programs should reflect the developmental nature of language acquisition.
- Nevada's students should be held to the highest standards of communicative competence.
- Nevada's foreign language teachers must be fluent in the target language, be knowledgeable about the target cultures, and be skilled in second language teaching strategies, assessment procedures, and use of technology.
- Nevada's foreign language programs should reflect these content and performance standards as well as each district's curriculum, **not the coverage of textbooks**.

The foreign language standards are benchmarked at the following grades: Kindergarten, 3rd, 5th, 8th, 9th (or first year of high school study), 10th (or second year of high school study), and 12th (or fourth year of high school study). For each Content Standard in 8th grade, 1st, 2nd, and 4th year of high school study, the task forces developed Performance Standards with <u>four proficiency levels</u>: Exceeds Standard, Meets Standard, Approaches Standard, and Below Standard. Only the "<u>Meets Standard</u>" is contained in the officially adopted regulations. However, the entire set of Performance Standards, with all four proficiency levels, are available on the Department website (http://www.nsn.k12.nv.us), or in hardcopy form from the Department. Schools may use the Performance Standards to develop assessment tools, benchmarks for entry into upper division courses, and teacher or schoolwide grading scales.

Multiple entry points are included in the Standards because students begin their foreign language study at various stages throughout the K-12 system. The Standards are arranged so that students in a <u>K-5 program</u> can be expected to achieve the standards at three grade levels, i.e., kindergarten, 3rd and 5th grades. Students beginning their foreign language study in <u>middle school</u> are expected to achieve the same levels as the K-5 program and then progress further, as shown in the 8th grade benchmark. Similarly, all beginning high school students must achieve the same proficiency

levels, appropriate for their age, and then progress to higher levels as they reach the end of high school. New benchmarks for 1st, 2nd, and 4th years of high school study were added by the June 1999 task force because of the need to identify specifically what is necessary for promotion from first year to second year, from second year to third year, and for satisfactory completion of at least four years of high school study. One reasons for these new benchmarks is that Nevada law allows students to satisfy their one-credit requirement for Arts/Humanities by taking a 3rd, 4th, or 5th year of foreign language study, hence the rigor required for the upper level courses.

Standard 1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

By the	e end of Kindergarten ,	By the end of Grade 3 , students	By the e	end of Grade 5 , students	By the end of G ı	rade 8, students
stude	ents know and are able to:	know and are able to do		and are able to do	know and are al	
		everything required in the		ning required in the	everything requ	
		previous grades* and:	previou	us grades* and:	previous grades	* and:
FNUatR	ing songs. ollow simple directions. Jame familiar objects. Jee appropriate expressions and gestures of courtesy. Jecognize numbers and counting from 1 to 10.	 Count and perform simple arithmetic problems. Participate in brief guided conversations. Make simple requests. Ask and answer simple questions. Express state of being and feelings. Use simple commands. 	Ider liste Tell	entify common objects after ening to an oral description. I time. e the calendar.	of Talk and wroof daily life, uphrases, shown numbers, dath basic thematic Give and foll and written in commands. Unwhen approper Recognize conversation topics, including and feelings.	ite about activities using memorized of sentences, te, time, and other ic vocabulary. How simple oral instructions and using visual cues oriate. How monly used trases in about past and so in structured is on a variety of ding state of being

^{*} Subject to prior experience with foreign language study.

•	•	•	Tell and write a simple
			narrative about a personal
			experience or event in the
			present tense.
			 Restate in the present tense,
			with assistance, what someone
			else has said.
			 Recognize the standard rules of
			usage and grammar.
			Demonstrate accuracy in the
			imitation of modeled words.
			 Demonstrate occasional
			creativity in the production of
			language.
			 Ask and respond to basic
			questions.
			Use appropriate expressions
			and gestures of courtesy.

Standard 2: Students understand and interpret written and spoken language on a variety of topics.

By the end of Kindergarten , students know and are able to:	By the end of Grade 3 , students know and are able to do everything required in the previous grades and:	By the end of Grade 5 , students know and are able to do everything required in the previous grades* and:	By the end of Grade 8 , students know and are able to do everything required in the previous grades* and:
 Comprehend brief oral directions, commands, and information. Respond to personal questions. 	 Comprehend brief written and oral directions, commands, and information. Read familiar words. Read numbers, dates, words related to the family and weather, and other thematic vocabulary. Recognize a sound with its corresponding letter or symbol. 	 Read combinations of familiar words in short sentences. Read all words that the student is able to use orally. Comprehend brief written directions, narratives, and other information. 	 Recognize a sound with its corresponding letter or symbol. Comprehend written and spoken numbers, dates, times, and other basic thematic vocabulary. Read and comprehend phrases, short sentences, brief written directions, and simple narratives. Write numbers, dates, times, and other basic thematic vocabulary.

^{*} Subject to prior experience with foreign language study

Standard 3: Students present information, concepts and ideas to an audience of listeners

By the end of Kindergarten ,	By the end of Grade 3 , students	By the end of Grade 5 , students	By the end of Grade 8 , students
students know and are able to:	know and are able to do	know and are able to do	know and are able to do
students know and are able to:			
	everything required in the	everything required in the	everything required in the
	previous grades and:	previous grades* and:	previous grades* and:
	• Present information, concepts	Respond to personal	Use familiar thematic words
	and ideas to an audience in the	questions.	and phrases, by performing
	foreign language by	Write familiar words or	skits, puppet shows or
	performing skits, puppet	phrases, including colors,	dialogues.
	shows or dialogues with	dates, numbers, lyrics of songs	
	limited vocabulary.	and words related to the	
		family and weather.	
		Write simple text on familiar	
		topics, including filling in the	
		blanks or labeling pictures in	
		simple stories.	

^{*} Subject to prior experience with foreign language study

Standard 4: Students understand the relationship between the practices and perspectives of the culture studied.

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By the end of K	Kindergarten,	By the end of Grade 3 , students	By the end of Grade 5 , students	By the end of Grade 8 , students
students know	and are able to:	know and are able to do	know and are able to do	know and are able to do
		everything required in the	everything required in the	everything required in the
		previous grades* and:	previous grades* and:	previous grades* and:
culture cele	ow people in the ebrate important holidays, and	Explore the verbal and nonverbal communication of the culture, including gestures, body language, dance, art, and music.	 Become aware of the effects of important people, holidays, geography, and history on the lives of the people of the culture studied. Demonstrate an awareness of the different patterns of daily life within the culture studied and the pupil's culture. 	 Identify the manner in which important traditions, holidays, and events are celebrated in the culture. Recognize various forms of communications in the culture, including gestures, body language, dance, art, and music. Identify the important people, holidays, geography, and history of the culture.

^{*} Subject to prior experience with foreign language study

Standard 5: Students understand the relationship between the products and perspectives of the culture studied.

		and Products and Possiboots (
By the end of Kindergarten ,	By the end of Grade 3 , students	By the end of Grade 5 , students	By the end of Grade 8 , students
students know and are able to:	know and are able to do	know and are able to do	know and are able to do
	everything required in the	everything required in the	everything required in the
	previous grades and:	previous grades* and:	previous grades* and:
Explore the products of the culture, including the food, musical instruments, clothing, and toys of the culture.	 Explore the products of the culture studied. Understand the relationship between those products and the environment in which they are produced. 	Compare the products with the environments in which they are produced.	 Recognize certain unique products of the culture. Understanhd the messages found in highly contextualized materials, including signs and posters. Identify the artistic achievements and contributions of the culture.

Standard 6: Students reinforce and further their knowledge of other disciplines through the foreign language.

By the end of Kindergarten , students know and are able to:	By the end of Grade 3 , students know and are able to do everything required in the	By the end of Grade 5 , students know and are able to do everything required in the	By the end of Grade 8 , students know and are able to do everything required in the
	previous grades and:	previous grades* and:	previous grades* and:
Practice familiar concepts in the foreign language, including numbers, colors, animals, nursery rhymes, and fairy tales.	Practice familiar concepts including the calendar, weather, money, and mathematics.	Practice familiar concepts including telling time and identifying the seasons.	Use the foreign language to read, write, and discuss familiar topics studied in other subject areas.

[•] Subject to prior experience with foreign language study

^{*} Subject to prior experience with foreign language study

Standard 7: Students understand the nature of language through comparisons of the language studied and their own.

By the end of Kindergarten , students know and are able to:	By the end of Grade 3 , students know and are able to do everything required in the previous grades and:	By the end of Grade 5 , students know and are able to do everything required in the previous grades* and:	By the end of Grade 8 , students know and are able to do everything required in the previous grades* and:
	Compare cognates, word families, and language patterns.		 Recognize cognates, adopted words and expressions and word families. Demonstrate that languages have important sound distinctions that must be mastered in order to communicate meaning. Analyze and compare the writing systems of both languages. Compare and use language and grammatical patterns.

^{*} Subject to prior experience with foreign language study

Standard 8: Students understand the concept of culture through comparisons of the cultures studied and their own.

By the end of Kindergarten ,	By the end of Grade 3 , students	By the end of Grade 5 , students	By the end of Grade 8 , students
students know and are able to:	know and are able to do	know and are able to do	know and are able to do
	everything required in the	everything required in the	everything required in the
	previous grades* and:	previous grades* and:	previous grades* and:
•	Explore and recognize the	Develop an awareness of	Understand cultural
	contributions of the culture	cultural diversity and some of	differences and similarities
	studied to the American	the contributions of the foreign	between the culture and the
	culture, including music, food,	language to American culture.	pupil's culture by
	art, toys, and folk tales.		demonstrating that there are
	Demonstrate an awareness of		culturally specific phrases and
	ways of expressing respect		idioms that do not translate
	and communicating		directly from one language to
	differences in status in the		another.
	pupil's language and the		
	foreign language.		

Standard 9: Students use the language both within and beyond the school setting.

[•] Subject to prior experience with foreign language study

By the end of Kindergarten ,	By the end of Grade 3 , students	By the end of Grade 5 , students	By the end of Grade 8 , students
students know and are able to:	know and are able to do	know and are able to do	know and are able to do
	everything required in the	everything required in the	everything required in the
	previous grades* and:	previous grades* and:	previous grades* and:
•	Participate in performances at school or in the community in the foreign language or relating to the culture studied.	 Write format letters, including letters to a pen pal. Identify professions that require proficiency in another language. Explore careers that require the ability to communicate in the foreign language. 	Report about the use of the foreign language outside the classroom.

STANDARD 10: Students show interest in continuing the study of the foreign language for personal enjoyment and enrichment.

By the end of Kindergarten ,	By the end of Grade 3 , students	By the end of Grade 5 , students	By the end of Grade 8 , students
students know and are able to:	know and are able to do	know and are able to do	know and are able to do
	everything required in the	everything required in the	everything required in the
	previous grades* and:	previous grades* and:	previous grades* and:

[•] Subject to prior experience with foreign language study

•	 Play sports or games from the culture studied that are appropriate for the pupil's age. Listen to music, sign songs or 	•	Plan a real or imaginary trip to a country in which the foreign language is spoken and collect information concerning travel
	 play musical instruments from the culture studied. Plan real or imaginary travel to a country in which the foreign language is spoken. 		to that country and careers that require the use of that foreign language.

Standard 1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

By the end of first year of high school	By the end of second year of high school	By the end of fourth year of high school
 study, students know and are able to: Talk and write about activities of daily life using memorized phrases, short sentences, numbers, dates, times, and other basic thematic vocabulary. Give and follow simple oral or written instructions and commands relating to familiar topics using visual cues when appropriate. Recognize commonly used verbs and 	 study, students know and are able to do everything required in the previous year of study and: Ask and respond to a variety of questions concerning activities of daily life. Give and follow oral or written directions, instructions and commands. Use various verbs and phrases to discuss and write about past and future events. Participate in conversations on various topics by expressing opinions and emotions. 	By the end of fourth year of high school study students know and are able to do everything required in the previous years of study and: • Respond effectively to factual and interpretive questions. • Use increasingly complex verb tenses and forms. • Interact in increasingly complex situations. • Analyze and discuss competently personal reactions to selected materials.
 phrases in discussions about past and future events. Participate in structured conversations on various topics, including state of being and feelings. Make simple oral and written requests. Tell and write a simple narrative about a personal experience or event in the present tense. Restate in the present tense, with assistance, what another person has said. Demonstrate accuracy in the imitation of modeled words. Demonstrate occasional creativity in the production of language. Ask and respond to basic questions. Use appropriate expressions and gestures of courtesy. 	 Make requests for goods and services in public places. Tell or write effectively a narrative about a personal experience or event. Restate an event or an account of an event in various tenses. Apply standard rules of usage and grammar. Speak in a manner that is comprehensible to speakers of the foreign language. Demonstrate creativity in the production of language. 	 Use familiar idiomatic and nonverbal expressions and appropriate vocabulary. Apply effectively strategies for questions, paraphrasing, circumlocution and self-correction. Demonstrate adequately patterns of pronunciation and intonation. Express appropriately opinions and emotions. Determine meaning by using contextual cues. Demonstrate creativity in the production of language.

Standard 2: Students understand and interpret written and spoken language on a variety of topics.

By the end of first year of high school study , students know and are able to:	By the end of second year of high school study , students know and are able to do everything required in the previous year of study and:	By the end of fourth year of high school study students know and are able to do everything required in the previous years of study and:
 Recognize a sound with its corresponding letter or symbol. Comprehend written and spoken numbers, dates, times, and other basic thematic vocabulary. Read and comprehend phrases, short sentences, brief written directions and simple narratives. Write numbers, dates, times, and other basic thematic vocabulary. Use familiar thematic words and phrases by performing skits, puppet shows or dialogues. 	comprehend narratives, personal correspondence and other contextualized print. • Paraphrase or express main ideas of	 Advance from a literal and interpretive comprehension of the foreign language to a more critical appreciation of reading and listening skills. Comprehend increasingly complex vocabulary. Understand and paraphrase increasingly complex spoken and written material. Obtain and analyze information from original materials by using background knowledge and contextual cues.

Standard 3: Students present information, concepts, and ideas in the foreign language to an audience.

By the end of first year of high school By the end of second year of high school		By the end of fourth year of high school
study , students know and are able to:	study , students know and are able to do	study students know and are able to do
	everything required in the previous year	everything required in the previous years
	of study and:	of study and:
Perform skits, puppet shows or dialogues with limited vocabulary.	 Create and present stories or brief written reports on various topics. Recite selected forms of literature or sing songs. Engage in debate on various topics. 	 Compose and present an original report on a topic of interest. Play roles in various situations. Give presentations on current events and cultural topics using appropriate expressions and intonation.

Standard 4: Students understand the relationship between the practices and perspectives of the culture studied.

By the end of first year of high school study , students know and are able to:	By the end of second year of high school study , students know and are able to do everything required in the previous year of study and:	By the end of fourth year of high school study students know and are able to do everything required in the previous years of study and:
 Identify the manner in which persons in the culture celebrate important traditions, events and holidays. Recognize various forms of communications in the culture, including gestures, body language, dance, art, and music. Identify the important persons, holidays, geography and history of the culture. 	 Explain the value systems and routines of daily life of the culture. Identify important geographical features, historical events, and political structures of the culture. Use appropriate verbal and nonverbal behavior in various situations. Experience entertainment of the culture. Identify important persons in entertainment and the arts of the culture. 	 Analyze the manner in which history influences the present. Adjust communication to the situation and audience. Identify important persons in entertainment and the arts in the culture and recognize their achievements and contributions.

Standard 5: Students understand the relationship between the products and perspectives of the culture studied.

By the end of first year of high school study , students know and are able to:	By the end of second year of high school study , students know and are able to do everything required in the previous year	By the end of fourth year of high school study students know and are able to do everything required in the previous years
 Recognize the messages in highly contextualized materials, including signs and posters. Identify certain artistic achievements and contributions of the culture. Recognize certain unique products of the culture. 	 of study and: Discuss the artistic contributions of the culture. Describe certain unique products of the culture. Identify the perspectives of the culture that are manifested in its commercial advertisements. Understand messages conveyed in the media. 	 Analyze the important contributions of the culture. Correlate major historical events, literary works and other art forms to cultural practices.

Standard 6: Students reinforce and further their knowledge of other disciplines through the foreign language.

By the end of first year of high school	By the end of second year of high school	By the end of fourth year of high school
study , students know and are able to:	study , students know and are able to do	study students know and are able to do
	everything required in the previous year	everything required in the previous years
	of study and:	of study and:

Read, write and discuss in the foreign language familiar topics studied in other courses.	•	Comprehend short articles, news broadcasts, commercial advertisements and videos in the foreign language on topics studied in other courses. Present oral and written reports in the foreign language on topics studied in other courses.	•	Present increasingly complex oral and written reports in the foreign language concerning topics studied in other courses. Discuss brief articles, news broadcasts, commercial advertisements and videos in the foreign language concerning topics studied in other courses.
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Standard 7: Students acquire information and recognize the distinctive viewpoints that are only available through materials in the foreign language.

By the end of first year of high school	By the end of second year of high school	By the end of fourth year of high school
study , students know and are able to:	study , students know and are able to do	study students know and are able to do
	everything required in the previous year	everything required in the previous years
	of study and:	of study and:
		Describe the cultural differences and
		their distinctive viewpoints.
		Prepare reports using sources in the
		foreign language.

Standard 8: Students understand the nature of language through comparisons of the foreign language with their own language.

By the end of first year of high school study , students know and are able to:	By the end of second year of high school study , students know and are able to do everything required in the previous year of study and:	By the end of fourth year of high school study students know and are able to do everything required in the previous years of study and:
 Recognize cognates, adopted words and expressions, and word families. Demonstrate that languages have important sound distinctions that must be mastered to communicate meaning. Analyze and compare the writing systems of both languages. Compare and use language patterns and grammatical functions. 	 Recognize the equivalent meaning of idiomatic expressions and other linguistic concepts. Demonstrate that languages have important distinctions in sounds that must be mastered to communicate meaning. 	 Use complex idiomatic expressions and language structures. Identify dialects from different regions, cultures, and contexts.

Standard 9: Students understand cultural similarities and differences.

By the end of first year of high school study , students know and are able to:	By the end of second year of high school study , students know and are able to do everything required in the previous year of study and:	By the end of fourth year of high school study students know and are able to do everything required in the previous years of study and:	
Understand the cultural differences and similarities between the culture studied and American culture.	Develop an awareness of cultural diversity and the contributions of the culture studied made to American culture.	Analyze the perspectives of the culture studied as they are reflected in art and literature.	

Standard 10: Students use the language in and outside of school.

By the end of first year of high school study , students know and are able to:	By the end of second year of high school study , students know and are able to do everything required in the previous year of study and:	By the end of fourth year of high school study students know and are able to do everything required in the previous years of study and:
Report about the use of the foreign language outside the classroom.	Correspond in the foreign language.	 Interact with members of the pupil's community on various topics using the foreign language. Participate in a program to make the transition from school to work which requires proficiency in the foreign language and knowledge of the culture studied.

Standard 11: Students develop an interest in continuing the study of the foreign language for personal enjoyment and enrichment.

By the end of first year of high school	By the end of second year of high school	By the end of fourth year of high school
study , students know and are able to:	study , students know and are able to do	study students know and are able to do
	everything required in the previous year	everything required in the previous years
	of study and:	of study and:

- Plan a real or imaginary trip to a country in which the foreign language is spoken and collect information concerning travel to that country and careers that require the use of that foreign language.
- Research and present information concerning traveling to and studying in a country where the foreign language is spoken.
- Participate in a project to explore careers that require interaction in the foreign language.
- Prepare a project using various media concerning traveling and studying in a country where the foreign language is spoken.